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ABSTRACT

A review is provided of current developments, problems, and issues in the areas of articulation and transfer between two- and four-year colleges. First, a discussion is provided of the nature of the two-year college and its curriculum, with particular emphasis on general education and on the effects of a commuting student body on the curriculum. Next, college-parallel and occupational programs are contrasted in terms of their historical place in the curriculum and enrollment trends. The next section addresses major problems of transfer and articulation, looking at the particular difficulties faced by occupational students, internal problems posed by general education requirements, and the reverse transfer trend. Following a working definition of articulation, the paper considers issues related to the formation of policy for articulation and transfer and presents a series of case studies illustrating projected institutional policies for the transfer of credit that would facilitate a working definition of articulation. A three-page bibliography concludes the paper. (EJV)

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OCCUPATIONAL EDUCATION AND COLLEGE-PARALLEL PROGRAMS OF THE TWO-YEAR COLLEGE: TRANSFER AND CREDIT ARTICULATION CONTROVERSY

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ABSTRACT

The problem of education versus occupation has in this century become an overwhelming issue in terms of its significance to higher education. The lack of general studies programs of consistent quality plagues the two-year institutions while the increasing trend of higher quality reverse transfer students endangers the traditional power of articulation policy authority of the four-year colleges. Many feel that the central mission of higher education is one of intellectual pursuit only, while others feel that education and employment are tightly interrelated and connected. In recent times employers continue to raise the qualification requirements for jobs and demand vocational training. Should the field of higher education be developed solely for the advancement of the intellect or should it be geared as a preparatory period for work of both? Since there is no clear cut evidence for either case, one can not prove one position or the other. There seems to have existed in our socity a gap between the purpose for study and the world of work and this attitude can be detected in the types of attitudes or images of technical education and problems in transfer and articulation policies today. There is no comprehensive and completely fair solution in sight, but with cooperation between the community colleges and the four-year institutions there is hope for a reasonable compromise.

INTRODUCTION

The topic of this paper deals with a subject that has resulted in much controversy and policy decisions that directly affects both the student and the institutions of higher learning in general. Since the phenomenal enrollment increase of the two-year college, transfer and articulation issues are becoming ever an increasing burdon on practically all concerned with decision making in higher education. The purpose of this literary-research paper, then, is to review current developments in the area of articulation by first looking into the various programs of study at the two-year college, including the college-parallel and occupational-oriented programs; followed by intensive examination of relevant issues and problems caused by current articulation practices. Finally, in the last section, a case study approach is taken to explore proposed institutional credit - transfer policies to illustrate their importance and ramifications in the implementation stage. The reader should be advised that this short paper is limited in scope and some prejudices may exist in selecting what the researcher felt were relevant problems and policy case studies to be examined.

THE TRANSFER PROGRAM AND THE TWO-YEAR COLLEGE

Community College Curriculum

The community-junior college, also widely known as the two-year college, is an educational entity that expanded at a phenomenal rate along with the increased educational opportunities of this country. Now represented in all fifty states, the two-year college becomes an ever-growing attraction that is drawing large numbers of both

traditional and non-traditional students from the more established four-year institutions. The two-year college has proceeded throughout the years to develop curriculum to prepare its students in a variety of educational enterprises. The basic characteristics of general, college-parallel work for transfer to a senior college, occupational preparation, adult or continuing education, and the related services of staff, faculty, administration, and counseling can be found in most two-year colleges. Although the terms like general education and occupational education can be used to describe different concepts in different education settings, there are certain concepts that appear to be universal. The term general education, for example, implies an educational exposure that is not directly related to subject matter of a certain discipline and not related to obtaining certain job skills. However, how this is achieved in certain institutions varies greatly. One institution may consider it an educational experience to enhance the individual's development as a citizen and an effective, functional member of society while others may refer general education as a block of coursework that loosely describes man's cultural heritage and for practical reasons can be easily transferred from one institution to another with minimum loss of credit. The term general education is in popular usage by most colleges, both 2- and 4-year institutions; but, like most educational issues, there is much debate as to what constitutes its curriculum. Some of the more frequent questions about general education are - as pointed out by J.W. Reynolds (1969): 1. Should all students take the same set of courses stipulated in the requirements, or should

allowance be made for learning previously acquired in high school? 2. How little of the total junior college curriculum can be set aside for required general education? 3. Does a satisfactory general education program require the organization of new courses, or can existing courses be tooled to fit the general education program? 4. Is the general education program limited to the passing of certain courses by students, or is it more comprehensive, touching all aspects of his education program, such as counseling and student activities? (p.28) These and other questions plague the two-year college as well as the more typical baccalaureate granting colleges (Smith, 1982a, 1982b; Smith and Sugarman, 1984).

The two-year college in nature is considered essentially a commuter college with dormitories allowed in a few states for only distant students. As state master plans show, "evidence for this appears positively in forthright statements and in descriptions of the community college, and negatively in the prohibition of dormitories or the use of state funds to build them" (Hurlburt, 1969, p. 24) An example of this can be found in the Kansas master plan:

> As a matter of policy, inasmuch as community junior colleges are primarily commuter institutions, approval of the State Authority upon recommendation of the Advisory Council for Community Junior Colleges should be obtained prior to erecting dormitories (Hurlburt, p24-25).

However, the exception to this is the state of Colorado where dormitories are provided, since more than one-third of the two-year college students enroll from outside the college residence area.

With the commuter theme in mind, the Kansas master plan illustrates the diversity of curriculum purposes well. In accordance to this plan, the two-year college curriculum should meet the needs of the following categories of people: 1. The high school graduate who plans to obtain a baccalaureate degree, but through either preference or necessity desires to live at home for the first two years; 2. The high school graduate who desires training as a technician, highly skilled craftsman, or other semi-professional requiring specialized study beyond the high school; 3. The high school graduate who goes directly into the world of work, but later needs post-high school education that can be met in local classes; 4. The high school non-graduate who desires to return for special training, vocational upgrading or retraining, or for general educational programs (subject to local regulations); 5. The individual who desires to continue attending school for personal, vocational, or avocational reasons; and 6. Individuals who, because of world, state, or community developments, want specialized training in a public service endeavor. Examples are civil defense and training of scout leaders (Hurlburt, 1969). The degree of diversity of curriculum as illustrated by these points are great indeed; and thus, the community college aims its sights on a vast pool of potential students that were once not considered "college material" in the sense of traditional vocational and educational goals by the baccalaureate degree granting colleges (Smith, 1982c, 1982d, 1983a, 1983b, 1984).

College-Parallel Versus Occupational Programs

The transfer, preparatory or the college-parallel program is an aspect of curriculum that is aimed at the needs of a large sector of

the student population who intend to transfer to a baccalaureate degree granting college. The transfer program, also known as the college-parallel or the college-preparatory program, was the first program to be offered in the community college. The first post-graduate courses given by high schools were college-transfer courses. Not only do all community colleges offer transfer-level courses, but an inspection of community-college catalogs reveals a striking similarity between the academic courses in the community college and the academic courses in the first two years of the senior college (Monroe, 1972, p.59). The transfer program over-shadowed most of the programs in community colleges prior to 1950 and still plays a dominant role in curriculum development in most two-year colleges (Smith and Sugarman, 1984).

The role of the transfer program was so dominant in pre-1950 curriculum that it was a common practice for community colleges to use borrowed senior college textbooks, basic curricula, grading practices, as well as various teaching methods (Monroe, 1972). This phenomena is readily apparent even today, especially where a community college co-exists with its senior counterpart onthe same basic campus, as is the University of Akron's Community and Technical College and the College of Business (Smith, 1982a). It can be noted by browsing through the bookstore and comparing the number of identical textbooks used for different courses offered by the two colleges. Frequently, the same textbook that is used for an undergraduate business course can be found under a community college business management technology course title. However, as times changed as evidenced in the post-W.W. II era, community colleges began to feel increased pressure from social and political

groups to broaden their goals, course offerings, and collective services; thus the transfer program acquired some competition from the occuaptional-technical fields. The competition, although intense, has not placed the role of the transfer program in second place interms of its offerings and potential growth. "Community colleges typically have a three-to-one ratio in favor of the transfer program. Community-college student continue to prefer transfer courses" (Monroe, 1972, 60). One of the basic reasons that students do not consider taking occupation-oriented coursework -- which will be discussed more fully in the following sections of this paper -- is that students fear that they will not be granted transfer credit for such work.

In numerous studies of credit offerings done in the mid-1960s, transfer courses have held a more favorable position than other courses. San Antonio College in Texas in the period between 1965-1966 offered 16 transfer curricula as opposed to 10 vocational curricula, while during the same time period Palm Beach Junior College taught 26 transfer curricula and 24 terminal curricula. At Pasadena, 27 transfer and 39 terminal curricula were available to students and at Kellog Community Center, it provided 20 transfer curricula with only 13 vocational programs (Landrith, 1971, p.42). Although by the mid-1970s, occupational programs have slightly increased, the basic statistics are the same. In fact, junior colleges' effectiveness are often judged on the basis of the success of the students who transfer to four-year colleges and universities at the end of two years of full-time study. This attention is rarely focused on occupational programs and it is common for accreditation teams to direct much attention towards transfer

courses and programs, perhaps because they feel they can best judge this aspect of the two-year college. However, "colleges must systematically survey and analyze programs of transfer students in order to insure that the experiences offered in the junior college will lead to success in upper-division work" (O'Connor, 1965, p.16). According to O'Connor, (1965) the successful preparation of students for upper-division work, the primary goal of transfer programs, requires a working of the following: 1. the characteristics of the four-year college to which students will transfer; 2. the numbers of students who transfer to each college; 3. the major fields in which the transfer students enroll; 4. the success of previous transfer students in various upper-division major fields of study in these categories; and 5. problems frequently encountered by transfer students (O'Connor, p.16). Only after an integration of these facts can some important information be collected and interpreted and thus valuable advice be administered to transfer students.

Occupational Education

"If common estimates of the number of times a worker will change jobs (and perhaps even careers) during his working life are even fairly accurate, occupational training at many levels will be an increasing need" (Hurlburt, 1969, p.21). Occupational programs, therefore, reflect specific technical training for a recognized community need.

This specific need for technological training is recognized by industry in the form of its investment of billions of dollars in the technological devices and equipment needed to produce complex marketable

products. However, with this equipment, there must be technically trained individuals to use and operate it or industries' investment is lost. There is an even more important economic reason for this technical training: Industrial firms need high-quality employees to remain competitive - for the knowledge and skills of our employees determine in large measure what we can produce and how efficiently we produce and market it. Our economic survival depends on the knowledge and skills of our employees (Ryan, 1971, p.67). Thus, with the impact of rapid scientific, technological development on the social, economic, and education sectors of our lives, industry has been impelled to develop closer partnerships with the education community to satisfy its technical needs.

The phenomenal growth and popularity of technical-occupational programs has reflected indusrty's needs. Some now consider that the community college has come from a predominantly baccalaureate-oriented institution to an occupational-oriented one. "Whereas before the 1970's occupational education advocates bemoaned the emphasis on the transfer function, today it is the educators in the transfer sector who are watching helplessly while their courses and programs are being scuttled to make way for career education courses and programs" (Lombardi, 1978, p.55). Although until the 1960s enrollments in the vocational and technical courses ranked a relatively low second to enrollments in the college-parallel program, 1978 is witness to the vast popularity of occupational programs. It is not uncommon to find colleges at the two year level whose occupational enrollments exceed transfer enrollments. This phenomena is quite true on the University of Akron's C & T college campus is dominated by occupational-technical

programs and few transfer programs; in-fact there is much conflict about articulation between the two-year college credit to the baccalaureate program within the University. However, this topic will be discussed in more detail later on in the paper.

In the past, statistics confirmed the preference of students and a large number of professional staff members for transfer or college preparatory course offerings. Enrollments rarely exceeded 25 percent of the student populace and the pleas of vocational education supporters for more terminal occupational curricula followed by substantial course-work were relatively ineffectual prior to the late 50s and middle 60s. The turning point for occupational educationa probably came in the mid-1960s when not only did occupational enrollments increase in numbers, but increased at a higher rate than either total enrollment for the two-year college or transfer enrollment (Lombardi, 1978).

> There is no question about the durability of the phenomenon. No matter what the unit of measurement--first-time freshman enrollment, headcount, full-time equivalent (FTE), student credit hours, majors, graduates, faculty -- the steep upward movement is unmistakable (Lombardi, p. 58).

The Bureau of Labor Statistics reported in 1968 that 40 percent of all full-time and part-time students in two-year colleges were enrolled in career training programs. This trend coupled with the increase in federally-supported programs -- from 171,000 in 1964 to approximately 1.6 million in 1974, made evident to the educational community that occupational education is and will continue to be an increasingly important sector of the two-year college curricula (Lombardi, 1978). The significant shift to occupational education is widespread

throughout the country. Of the eight states represented, only Nevada showed an annual growth rate for occupational education to be less than the growth rate for transfer enrollment. Only in the states of Hawaii, Nevada, and Oregon did the occupational enrollment trail total enrollment growth. This enrollment rise is also reflected in faculty employment of occupational instructors and in the increase in curriculum offerings. Occupational curricula alone represents more than two-thirds of total offerings. In fact the number of programs runs into the thousands in California and Illinois and exceeds 800 in Florida and approaches 200 in the smaller Hawaii system (Lombardi, 1978).

MAJOR PROBLEMS CONCERNING TRANSFER AND ARTICULATION

Introduction to Problems of Transfer and Articulation in the Two-Year College

Community college programs and procedures are often based upon the assumption that most students will transfer. However, "since the assumption is not supported by fact, neither are the educational structures that are built upon it (Gleazer, 1968, p.66). National Studies over the years have shown that as many as two-thirds of the students enrolled in community colleges declare their intention to work towards the bachelor's degree"(Gleazer, 1968).

> They do not expect to terminate their academic pursuits with graduation from that institution and certainly not short of that. But actually two-thirds of those enrolling will not transfer to a -year college. They will require organized educational experiences other than those leading to the bachelor's degree. It does not follow that they are therefore 'dropouts', weak in persistence, or that they are not successful in achieving some personal and educational objectives. For them,

> however, and for that matter for as many as two-thirds of the high school graduates, the conventional bachelor's degree may not be an appopriate target - at least not immediately after high school. Other educational programs may be more suitable. (Gleazer, p.66-67).

These programs that are suitable to these students may be the occupational-oriented ones that lead into immediate employment after graduation.

Quite frequently these students prefer to enroll for a year or two in a program described as academic (i.e., a program that may lead to transfer to a university), but a large proportion as stated earlier will neither complete the two years in the community college nor transfer. In all probability, occupational programs would have made sense to these students if they had not avoided it. The reasons vocational-technical education and the kinds of employment that it leads to are unattractive to these students may center around the lack of prestige, but that is another topic for research in itself.

The basic problems of transfer and articulation, once the student has achieved the necessary coursework and desires to transfer, lie in the four-year institution not accepting such credit done at the two-year college or not providing the required degree objectives for the student--in case of the occupational student. One reason for this nonacceptance stems from the belief of some universities that community colleges are free from the pressures of university traditions and practices and thus community college faculties are unwilling to experiment and break new ground (Monroe, 1972). Another problem lies in the success rate of transfer students in relation with the "native" students in the universities. It is quite common for transfer students

to experience a drop in grades for the first year after transfer; when compared to native students, transfer students coming in with a grade point average of 2.5 or less, experience a drop amounting to almost half a grade point (Monroe, 1972). These developments coupled with the great growth of the community college, have placed a burden on the 4-year institutions resulting in additional problems that must be faced by both institutions. When a university or liberal arts college finds a greater number of transfers in its junior class than of native students, its whole concept of the four-year baccalarueate curriculum must change. To some extent, its ability to control the elements of lower-division requirements is diminished. These developments impose a new, perhaps not entirely welcome, burden on the junior college to accept the obligations of defining and providing a lower-division education of high quality, as a basis for the specialized study at upper-division level (Thornton, 1966). The solutions to these problems require additional research, time, and money and the techniques of recommending transfer students require additional study also. Perhaps, long-term persuasive counseling might help students to become aware of the differences between colleges as well as the inherited characteristics and their individual needs, so that they can make career decisions more realistically and meaningfully (Thornton, 1966).

Articulation Problems of Occupational Students

One of the most frequently mentioned topics in higher education is articulation (i.e., the problems students face when transferring course work from a two-year college to the traditional 4-year college). Perhaps the classical articulation problem deals with which courses

taught at the community college are acceptable for the general studies or general education requirement at the university; however, the discussion of this problem is attempted in more detail in the third section of this chapter dealing with general education in the community college. Graduates of vocational-technical oriented programs are confronted by an equally important issue concerning articulation. This issue is basically what is the course-to-course transfer of these occupational programs to the universities? Many community college counselors, faculty, and administrators experience frustration in their effects to find appropriate university majors for their vocational-technical graduates who desire further education and job preparation. It is particularly frustrating if a graduate has also been working a number of years, has developed a career direction, and does not wish to change just for the sake of a degree. The non-traditional student only crystalizes the issue; very few educational options exist for two-year, vocational-educational graduates (Wash, 1978). Usually, the only option open to vocational-technical students is declaring a traditional major, which is the same option open to the traditional college-transfer student. While, on-one-hand, the traditional major is suited to the traditional student, in many cases it is not suited to the career needs and desires of two-year occupational program graduates. Even if the two-year graduates were to want a traditional major, some schools erect barriers for this potential student. Sometimes the occupational courses are not even accepted as credits toward graduation. Even when the courses are accepted, the credits are often accepted under different conditions from those pertaining to so-called

'college-parallel' courses (Walsh, 1978). In fact, mast traditional 4-year degree programs are not logical developments of occupational programs or can only focus on a single aspect or career cluster. "The vocational-technical student needs more choices than a teaching degree (occupational education or bachelor of technology) or an engineering technology degree (Walsh, p.51). For example, the building construction graduate in recognizing that engineering and teaching are not his goals, is left without a meaningful program. In many cases the legitimate goals of two-year occupational graduates are left unfulfilled and wanting because of a lack of meaningful articulation. "The two-year occupational graduate may be all ready to articulate but has no place to go" (Walsh, p.51).

Internal Articulation Problems of Two-Year College General Education Requirements

As mentioned previously, the classical articulation problem in evaluating credit to be transferred from a two-year institution into a four-year institution is deciding what is acceptable general-studies course work. Since general education is supposed to prepare students for responsibilities that they must accept as citizens and to equip students for useful and creative participation in life activities, it is difficult to be definitive of what it consists of in terms of course-work. What the university that a student may transfer to defines it may be quite different from the sending community college the student originated from. In fact, some community colleges list no specific courses as general education, but probably would be quick to deny that one of its purposes does not include the goals of general education.

At the University of Akron, for example, there is no division of the Community and Technical College that is labeled general education or general studies that is found in the other colleges on the main campus that are four-year in nature. The lower-division or the first two years in the baccalaureate-granting colleges of Akronis labeled the General College and its students are considered in the stage of studying in the general educational disciplines; for the two-year college on this campus, the division of Associate Studies is its counterpart. Other institutions, on-the-other-hand, like the City Colleges of Chicago, go to the opposite extreme by requiring that approximately half of the credit hours required for the associate of arts degree be in general education (Monroe, 1972).

> Despite the persistency of the assertions on behalf of general education, there is strong evidence that this function, more than any other, has been interpreted with a great deal of uncertainty by the community college movement (Scigliano, 1976, p.40).

Although general education is considered to be a major concern of community colleges, many observers have noted that most institutions have failed to meet their public expectationof it. Moreover, what has occurred is that the general requirements in community colleges are closely becoming associated in appearance with the lower division curriculums of four-year institutions. Consequently, most two-year college programs of 'general education' are dull and drab carbon copies of the introductory courses (Western Civilization, freshman biology, etc.) which are offered at our universities. Occasionally, a university will have a truly relevant and current program of freshman and sophmore requirements. This is a rare occurrence but it can have

a very positive influence upon the general education programs of the community colleges in the immediate vicinity (Scigliano, 1976, p. 41). The ramification of this trend leaves many universities with the attitude that community college curricula are producing drab carbon copies of the transfer receiving universities' general studies program, and hence the quality of these credits for transfer is questionable. As previously mentioned, occupational courses are also not well received for transfee purposes, leaving the two-year college graduates with little hope of achieving little more than elective hours in the universities' baccalaureate program for their two years of coursework.

Until recently, only the case of two-year graduates into four-year institutions was considered. What about the reversed situation?

The Reversed-Transfer Student Trend

The concept of reversed transfer students (i.e., students transferring from a four-year institution into a two-year institution) has been with educators for a relatively long time. In the past, these numbers were small and not noteworthy. However, in 1970 it was reported that 9.44 percent of the nation's community college students were reverse transfer students and by 1974 another study revealed that two-year colleges were receiving as many transfer students from four-year institutions as they were sending to them (Lee, 1976). Not only has the number of these students increased, but the reasons for such a change have been redefined. Initially, reverse transfer referred to university students who attented a community college to salvage their grade averages in order to return to a four-year institution. More recently, it has been used to describe the following groups:

socially, economically, and educationally advantaged students who are pursuing their educational goals at an institution other than the one of their original choice; students who do not plan to return to a four-year college; and former university students who are seeking more than academic remediation - less pressure in academic competition, more realistic educational goals, more personal assistance in selecting educational and occupational objectives, less financial stress while striving to achieve educational objectives, and a variety of adjustments to personal problems (Lee, 1976). Thus, under this light, a reverse transfer student can be defined as any student, part-time or full-time, whose last record of attendance before entering the community college was at a baccalaureate grant institution. Under this definition, the reverse transfer student can include even those people who have earned at least a bachelor's degree and are attending two-year institutions to perhaps earn a specific work skill until the professional job market improves.

This leads us to look into the manpower demands for graduates of associate level programs in comparison with that for graduates of baccalaureate, masters, and doctoral programs. With the passage of the Vocational Education Act of 1963, the period following this act greatly changed the pattern of postsecondary education. The enrollment increase in postsecondary vocational programs was over 800 percent just for the decade 1965-75, and approximately 1200 percent from 1963-1975. The largest annual increase cam in 1966 (i.e., 113.4 percent) and the smallest in 1973 (i.e., 3.5 percent). However, by 1975 the annual increase had risen again to 20.2 percent. In 1975, the

largest concentrations of enrollments by broad subject area were in office occupations with 531,048 and in trade and industrial fields with 474,538. Next in order, with substantially fewer postsecondary students, were technical fields with 269,268 students and the health fields with 263,229 students. This increase in occupational-oriented students is taking place with the context of decreasing college enrollments (Kuhns and Martorand, 1977).

Coupled with decreasing college enrollments, a recent statewide study of degree programs at all levels in a large eastern state that compared present and projected graduates to present and projected opportunities showed not a single major HEGIS (i.e., Higher Education General Information Survey) field or discipline at the associate level showed inadequate manpower demand. However, at the baccalaureate and higher levels, the forecast for a number of fields projected an excess of graduates over the job opportunities (Khuns and Martorand, 1977). With these trends and other circumstances, the reversed transfer student is becoming more common. If this trend continues coupled with the decreasing enrollments in the four-year institutions, it may not be too absurd in the near future to see the two-year institutions dictating transfer and articulation requirements instead of that authority traditionally exercised by the four-year institutions.

COMMUNITY AND TECHNICAL COLLEGE-TRANSFER AND ARTICULATION POLICY FORMATION

A Working Definition of Articulation

> Articulation is systematic coordination between an educational institution and other educational institutions and agencies designed to ensure the efficient and effective movement of students among those institutions

> and agencies, while guaranteeing the student's continuous advancement in learning. (Ernest, 1978, p.32)

This definition developed by Ernst, president of Northern Virginia Community College, represents a positive attempt to identify coordination that is needed among institutions in dealing with articulation procedures. This coordination with institutions involves the student's prior and subsequent courses of study, the student's need for information concerning procedures and practices of the new learning environment, and the student's financial needs if an effective transition from one institution to another is to be accomplished.

The institution's missions and goals to a large extent determines the nature and degree of effectiveness of articulation. Many factors are present that determine the goals of each institution; and in several cases, the most powerful determiner of articulation practices for community colleges is their proximity to a four-year college or university. Where the community college and an upper-division institution are serving the higher education needs of the same region, it is particularly important that the two institutions understand their respective contributions to the area they are serving and work to complement each other's efforts rather than overlap or compete (Ernest, 1978). If the two institutions serve the same community, Ernst further advises that an interinstitutional articulation-committee comprised of representatives from both institutions should be formed. The intended purpose of this committee is to provide a forum for the exchange of information to resolve various misunderstandings and problems between the two institutions. This committee should be representative of both the instructional and student services areas

of both institutions. As Ernst points out, "when effectively implemented, a well-developed definition of articulation will provide for smooth and effective admission and transfer of students between and among all institutions and agencies serving those students"(Ernst, p.34). Once defining articulation and having its importance accepted by the concerned institutions, the next major step in the implementation process is the establishment of sound educational policy.

Proposed Institutional Credit Transfer Policies: Case Studies

Although the previous chapter discussed trends that are fairly common across the nation, this chapter confines itself to illustrating a few projected or proposed institutional credit transfer policies that would facilitate a working definition of articulation. To accomplish this, Dr. Oliver, Director of School and College Relations at the University of Illinois - Champaign, suggested five basic principles in the development of institutional policies for the acceptance of transfer credit. The proposed policies are: 1. The policies should be determined by the institution, not by an outside agency; 2. The policies should be developed in an orderly manner and should include the views of faculty members and students as well as administrators; 3. The policies should recognize the accredited status of the sending institutions as one factor - but not the only factor - in the decision to accept or reject transfer credit. Other factors to be considered should include the purpose of the sending institution and the type, level, and prerequisites of the courses offered, as well as the success of former transfers from the sending institution; 4. The

policies should be periodically reviewed; and 5. The policies should be clearly stated in information to prospective transfer students (Oliver, 1977, p.364-365). Oliver, in explaining his five principles, supported institutional autonomy in determining transfer credit policies. The greatest threats of imposed transfer policies comes from state governments and federal regulations, and feels the best defense against such incursions is "the adoption of policies that are reasonable and fair to all concerned, and implemented in a manner that is both consistent and compassionate" (Oliver, p.365). Thus by the orderly development of policies that are clearly state, frequently undated, and fair concerning all factors possible is the most appropriate method of maintaining institutional control of articulation policies and guaranteeing the prospective student fair treatment.

In dealing with the articulation process between two- and four-year institutions, Jane Loeb, Director of Admissions and Records at the University of Illinois - Champaign, outlined an approach that seemed to head off much difficulty in the past history of Illinois' public institutions of higher learning. In the past, these institutions reviewed their programs and developed articulation agreements before the course was launched at the community-college level. As a result of this process, relatively few community college courses had to be reviewed for acceptability. The remainder of the coursework from community colleges in the state, with the help of the Community College Board, were classified primarily as baccalaureate-oriented, vocational, general studies, or adult education. Some of their

general guidelines show that, for example, if courses are designated by the community college as baccalaureate-oriented and appear similar in level and content to courses offered at the university (i.e., the University of Illinois - Champaign) then they are accepted. However, if the courses are designated baccalaureate but not similar in content and level, then the course is not accepted into a program at the university level. They will not accept coursework if it is remedial in nature, regardless of sending institution's designation of them as baccalaureate-oriented (Oliver, 1977). The system is based on this type of classification that is supposedly agreed upon by the universities and two-year colleges so that, if the student is properly counseled in terms of constructing coursework sequences to his goals, minimal loss of credit is concurred. However, it is not hard to see that a great deal of judgement is involved on the part of the accepting four-year institution and how much concern is forwarded to the two-year graduate for his coursework is difficult to determine.

In a discussion of the evolution of articulation policy development in New Jersey, Davenport, Acting Director of Community College Programs in the Department of Higher Education, New Jersey, explains why articulation received little attention in her state:

> the rather late development of community colleges (1966) coincided with the beginning of the state level Department of Higher Education and Board of Higher Education and efforts to coordinate higher education in New Jersey. The small number of community college graduates in the next few years, and the major catch-up effort in higher education in a state which has not been well known for its record in this area, frankly meant that attention to transfer/articulation matters took a back seat to many more immediate and insistent issues (Davenport, 1976, p.580).

However, with twenty new institutions developing after 1968 resulting in doubling undergraduate enrollments and over 5,000 students between 1968-1973 were graduating from community colleges seeking admission to four-year institutions, an approach to plan for a smooth transfer and rational articulation between the two- and four-year institutions had to be developed. This concern coupled with the post-Viet Nam and end of draft eras that meant an end to the larger numbers of students that four-year institutions were accustomed to, caused senior institutions to move in the direction of receiving community college transfers and develop sound articulation policies.

Articulation policies of this state were formulated jointly by the Community and State College Councils of Presidents and proposed for approval by the State Board of Higher Education. The basic guidelines that were established are: 1. every community college graduate of an approved transfer curriculum who wished to continue studies should be guaranteed a place in a four-year institution, not necessarily in the institution/program of the student's choice; 2. Credits taken at the community college, particularly in general education, would be accepted in full by the senior institution giving junior standing; requiring no more than two years/68 additional credits for a bachelor's degree; and 3. On all other matters, transfer students were to be treated the same as poor native students from the same college. If D grades were acceptable in coursework in the major or in other courses for the college's own undergraduate students, for example, they must also be acceptable for the transfer students; also including provisions for occupational programs. However, major

difficulties arose that were helped along by a difficult budgetary situation demanding a more uniform and equitable implementation of this general policy. Previously a more liberal stance was taken by the state colleges. AAS (i.e., Associate in Applied Science degree) graudates, having more conviction about their goals and graduating from seemingly more vigorous programs than Liberal Arts were admitted in great numbers. In many cases, they became the preferred students and senior institutions were even found to have been liberal in allowing credits for occupational courses; but this liberal acceptance of occupational has recently decreased due to many four-year institutions in the state limiting their enrollments. However, with budget constraints, a tighter common interpretation of transfer was enforced. As Davenport summarized, the major faults of New Jersey's articulation policies: developing a rational link between two- and four-year colleges in subject area continues to be the most difficult area. New Jersey historically has allowed a flexibility in program development. There are as many curricula and approaches to a major in this state as there are colleges that offer the major. To mandate uniformity at the program level would go against an established tenet. Some effective mechanism for articulating this network of two- and four-year programs and colleges will have to be found, however, to warrant calling higher education in New Jersey a true system (Davenport, 1976).

This task of developing effective mechanisms for articulation involves an overall formalized plan for cooperation and coordination between involved institutions. Banning Hanscom, Director of Admissions,

Records, and Financial Aid at Sangamon State University suggested a series of ideas that should be incorporated in articulation policy decisions. These ideas, which I feel are the closest approximation in the literature for a sound articulation policy, include the following: 1. A joint conference involving faculty, counselors, registrars, administrators, to struggle with problems and possible solutions; 2. The development of all inclusive transfer handbooks, with requirements, services, policies, and involved personnel at each college; 3. The development of course equivalency tables; 4. The study of the possibility of joint course numbering; 5. The development of guides suggesting courses for various majors at various colleges; 6. The development of suggested four-year college procedures for accepting and working with transfer students; 7. Periodic articulation conferences; and 8. Follow-up study on transfer students (Hanscom, 1976, p. 587) Although these eight ideas may be extremely vague in their implementation procedure, they do provide for current revisions and the most student-centered approaches I have seen. If properly implemented, this system should provide a clear and basic set of procedures and relationships that allows both institutions to enhance the transfer process to the optimum benefit of the student.

CONCLUSION

The problem of education versus occupation has in this century become an overwhelming issue in terms of its significance to higher education. Many feel that the central mission of higher education is one of intellectual pursuit only, while others feel that education

and employment are tightly interrelated and connected. In recent times employers continue to raise the qualification requirements for jobs and demand vocational training. Should the field of higher education be developed solely for the advancement of the intellect or should it be geared as a preparatory period for work or both? Since there is no clear cut evidence for either case, one can not prove on position or the other. There seems to have existed in our society a gap between the purpose for study and the world of work, and this attitude can be detected in the types of attitudes and problems in transfer and articulation policies today. There is no comprehensive and completely fair solution in sight, but with cooperation between the community colleges and the 4-year institutions there is hope for a reasonable compromise.

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